

**INTEGRATED SAFEGUARDS DATASHEET
APPRAISAL STAGE**

Report No.: 105195

Date prepared/updated: April 21, 2016

I. Basic Information

1. Basic Project Data

Country: Vietnam	Project ID: 150060	
	Additional Project ID (if any):	
Project Name: Vietnam Enhancing Teacher Education Program		
Task Team Leader: Michel J. Welmond		
Estimated Appraisal Date: 23 March, 2016	Estimated Board Date: 27 June 2016	
Managing Unit: GEDDR	Lending Instrument: Investment Project Financing	
Sector: General education sector (100%)		
Theme: Education for the knowledge economy (50%), Education for all (50%)		
IBRD Amount (US\$m.): 0		
IDA Amount (US\$m.): 95		
Financing Gap (US\$m.): 0		
Borrower/Recipient (US\$m.): 5		
Total (US\$m.): 100		
Environmental Category: B – Partial Assessment		
Is this a transferred project	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

2. Project Objectives:

The Program Development Objective is to strengthen teacher education institutions to enhance teacher and principal effectiveness through improved continuous professional development.

3. Project Description:

Technical Assistance (TA) Component, supported through IPF, will mobilize world-class expertise to help develop and operationalize the strategies for improving onsite continuous professional development for teachers and principals at the school level. It will also support the efforts of the Ministry of Education and Training (MOET), Departments of Education and Training (DOETs) and Lead Teacher Training Universities (LTTUs) to: (i) elaborate and operationalize relevant policies and directives for more effective teacher and principal continuous profession development (CPD), (ii) inform and improve the technical quality of the expected results, and (iii) reinforce the implementation capacity, including monitoring and evaluation, of the Operation. The technical assistance will mobilize expertise in the following areas:

- **Operation management capacity and relevant country systems.** These include financial management and environmental management.

- **Technical expertise to ensure satisfactory achievement of expected results.** These include, *inter alia*, developing and implementing effective onsite CPD, innovative CPD programs, IT infrastructure and architecture for the online platform that will host the LMS (Learning and Management System) and TEMIS (Teacher Education Management Information System), professional profile of Core Teachers and Principal Advisors and relevant regulations and selection and appointment procedures, teacher professional standards, training needs assessment methods, and training programs in selected subject areas.
- **Institutional reinforcement of teacher training institutions.** Teacher Education Institutional Development Index will measure the effectiveness of LTTUs to provide quality and relevant teacher education services in a timely manner.
- **Third party validation.** The MOET will identify an independent entity to undertake performance audits and confirm DLI achievement. Third party studies will provide external validation for key performance data and implementation activities. The MOET may wish to hire a firm or institution with strong educational expertise and country system understanding to provide this service.

4. Project location and salient physical characteristics relevant to the safeguard analysis:

The Operation will be implemented in north, central and south regions of Vietnam. LTTUs are located in urban settings and border on residential areas. Vinh, Hue and Da Nang LTTUs are located in central provinces. Ho Chi Minh Education University is located in the South. Hanoi 1&2 and Thai Nguyen TTUs and NIEM are located in the North. Annually, central provinces are often affected by several storms. Some areas of Ho Chi Minh City are often flooded due to tide. The project covers areas with presence of ethnic minority groups.

5. Environmental and Social Safeguards Specialists on the Team:

Khang Van Pham (GEN02)
Giang Tam Nguyen (GSU02)

6. Safeguard Policies Triggered	Yes	No	Explanation
Environmental Assessment (OP/BP 4.01)	X		<p>There are no physical investments under this TA component.</p> <p>This policy is triggered due to social impact associated with TA activities.</p> <p>A social assessment was conducted in two provinces with high rates of ethnic minorities EM, one in the northern upland (Yen Bai) and another in the Central Highlands (Dak Lak), to inform the TA activities. EM school administrators and teachers were paid special attention to ensure they would benefit equally from TA activities.</p>
Natural Habitats (OP/BP 4.04)		X	<p>TA activities are envisaged not to cause any impact or implications on natural habitats.</p>
Forests (OP/BP 4.36)		X	<p>TA activities are envisaged not to cause any impacts or implications on forests.</p>
Pest Management (OP 4.09)		X	<p>TA activities would not involve procurement of any pesticides or cause increased use of pesticides as results of TA activities.</p>
Physical Cultural Resources (OP/BP 4.11)		X	<p>TA activities are envisaged not to cause any impact or implications on physical cultural resources.</p>

<p>Indigenous Peoples (OP/BP 4.10)</p>	<p>X</p>	<p>TA activities in mobilizing technical expertise to ensure satisfactory achievement of expected results, including effective onsite CPD, innovative CPD programs, relevant regulations and selection and appointment procedures, teacher professional standards, training needs assessment methods, and training programs in selected subject areas, would potentially benefit all related teachers, educational managers and program managers. A social assessment, conducted in the provinces with high rates of ethnic minorities indicates some concern about EM teachers and principals not being consulted while consultancies will be undertaken by national and international experts in the afore-mentioned areas. The potential lack of consultation, if not addressed adequately, may have some implications that are related to the growing concern about the widening gap in education opportunities and outcomes between Kinh-dominated areas and ethnic minorities-dominated ones. Therefore, OP4.10 is triggered for Component 2.</p> <p>An EMPF has been prepared and disclosed on the website of Department of Teachers and Education Managers (MOET) to guide the preparation of an EMDP should one become necessary and ensure that under that EMDP, EM education managers, administrators and teachers are not adversely affected by, or excluded from, the TA activities, and that they receive culturally appropriate benefits from them. It describes the principles, procedures and organizational arrangements to be applied to EM beneficiaries for the Project to fully meet the objectives of OP 4.10 and facilitate their active participation.</p>
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Involuntary Resettlement (OP/BP 4.12)		X	OP 4.12 is not triggered as no resettlement is envisaged due to the implementation of the TA activities under Component 2.
Safety of Dams (OP/BP 4.37)		X	There is no construction of new dams or activities that are concerned with safe functioning of existing dams.
Projects on International Waterways (OP/BP7.50)		X	There are no interventions planned/proposed over or around an international waterway that could cause a potential conflict. There are also no activities that may affect the use or pollute such a waterway.
Projects in Disputed Areas (OP/BP 7.60)		X	The project is not located in any disputed areas.

II. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

There are no physical investments under this TA component. The TA activities would only aim to help MOET, DOETs and LTTUs elaborate and operationalize policies and directives, inform and improve the technical quality of the expected results and reinforce the implementation capacity, including monitoring and evaluation, of the program.

Education administrators and school teachers from the participating agencies across the country, including those from ethnic minorities and other vulnerable groups, will benefit from the TA activities. The consultations indicated general support for the proposed objectives and design of the TA activities. Given the composition of consultation participants, full support has been received from a broad range of stakeholders, from all levels of local authorities, from the provincial and district to the commune levels, and various ethnic minorities groups in the project sites, such as Tay, Nung, Thai, Dao and Ede. All these participants confirmed their full support for the concept and approach of the proposed TA activities, seeing them as a practical and useful way to enhance the quality of continuous professional development CPD support for teachers across Vietnam.

The social assessment, conducted in two provinces with high rates of ethnic minorities, one in the northern upland and another in the Central Highlands, indicates potential lack of consultation with EM teachers and principals while consultancies will be undertaken by national and international experts to support the development of CPD training programs, development of effective onsite CPD, innovative CPD programs, professional profile of Core Teachers and Principal Advisors and relevant regulations and selection and appointment procedures, teacher professional standards and training needs assessment methods.

The potential lack of consultation with EM teachers and principals may have some implications that are related to the growing concern about the widening gap in education opportunities and outcomes between Kinh-dominated areas and ethnic minorities-dominated ones. Therefore, OP4.10 is triggered for the TA activities under TA Component. But OP 4.12 is not triggered for the TA activities as no resettlement is envisaged due to the implementation of the activities under this component.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

No potential indirect and/or long-term impacts due to anticipated future activities in the project area are envisaged.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts:

None.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described:

During the preparation for the Program, a series of consultative meetings, intensive discussions and workshops were held with rectors of the selected LTTUs, directors of provincial DOETs, school principals and teachers and private service providers (Viettel, TOPICA). A number of field visits were paid to provinces and cities of Yên Bái, Hòa Bình, Vĩnh Phúc, Thái Nguyên, Nghệ An, Huế, Đà Nẵng, Đắk Lắk, and HCMC throughout the country. The inputs and comments from the consulted stakeholders had been acknowledged and considered for revisions whenever deemed relevant. The TA activities will be designed to pay due attention to specific and effective measures which are culturally and socially appropriate to ethnic minorities beneficiaries involved. In addition, the design of the related policies, professional standards and evaluation mechanism, will reflect some specific issues regarding gender and ethnic minorities to ensure an inclusive approach for program beneficiaries, given a high rate of beneficiary teachers are women, and teachers in ethnic minority's areas face further disadvantages.

Borrower capacity: The main counterpart of the project will be the MOET, which will be responsible for social and environmental safeguard issues. Although members of staff from MOET have been familiar with consultative practices for programs and projects, earlier experiences show that consultations are limited to the preparation stage, with participation of local authorities and education administrators, rather than with beneficiary school teachers, especially those from ethnic minorities and vulnerable groups related. It is recommended that early social screening and the participation of the related stakeholders, including beneficiary school teachers, especially those from ethnic minorities and vulnerable groups, be conducted during the implementation and evaluation of the TA activities to maximize benefits and minimize adverse impacts to them. This would also allow for broader support from the related stakeholders, including those from ethnic minorities, for the proposed investments.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people:

Stakeholders: The direct beneficiaries of ETEP will include: (i) more than 600,000 general education teachers and principals; (ii) 28,000 core teachers and 4,000 principal advisors; (iii) 3,200 lecturers, researchers and staff from the LTTUs; and (iv) MOET staff. Indirect beneficiaries of ETEP will be general education students; pre-service teachers; and DOET and Bureaus of Education BOET staff.

Consultation and disclosure: The social assessment report was prepared after consultation/stakeholder involvement at various levels and with different players. The final version of the report has been informed and revised incorporating comments obtained from consultation with stakeholders.

The Ministry of Education and Training has an official website wherein important documents of the program have been disclosed. The said report pertaining to this project has also been disclosed in the Bank's Infoshop.

B. Disclosure Requirements Date	
Environmental Assessment/Audit/Management Plan/Other:	
Was the document disclosed <i>prior to appraisal</i> ?	NA
Date of receipt by the Bank	NA
Date of "in-country" disclosure	NA
Date of submission to InfoShop	NA
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	NA
Resettlement Action Plan/Framework/Policy Process:	
Was the document disclosed <i>prior to appraisal</i> ?	NA
Date of receipt by the Bank	NA
Date of "in-country" disclosure	NA
Date of submission to InfoShop	NA
Indigenous Peoples Plan/Planning Framework:	
Was the document disclosed <i>prior to appraisal</i> ?	Yes
Date of receipt by the Bank	12 April
Date of "in-country" disclosure	12 April
Date of submission to InfoShop	21 April
Pest Management Plan:	
Was the document disclosed <i>prior to appraisal</i> ?	NA
Date of receipt by the Bank	NA
Date of "in-country" disclosure	NA
Date of submission to InfoShop	NA
* If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	

If in-country disclosure of any of the above documents is not expected, please explain why:

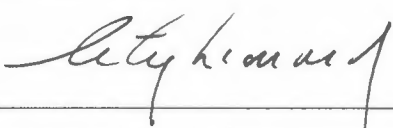
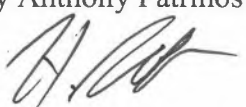
C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP 4.01 - Environment Assessment			
Does the project require a stand-alone EA (including EMP) report?	Yes []	No [X]	N/A []
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?	NA		
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	NA		
OP/BP 4.04 - Natural Habitats			
Would the project result in any significant conversion or degradation of critical natural habitats?	Yes []	No [X]	N/A []
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?	NA		
OP 4.09 - Pest Management			
Does the EA adequately address the pest management issues?	Yes []	No []	N/A [X]
Is a separate PMP required?	Yes []	No [X]	N/A []
If yes, has the PMP been reviewed and approved by a safeguards specialist or Sector Manager? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?	NA		
OP/BP 4.11- Physical Cultural Resources			
Does the EA include adequate measures related to cultural property?	Yes []	No []	N/A [X]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on physical cultural resources?			
OP/BP 4.10 - Indigenous Peoples			
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?	Yes [X]	No []	N/A []
If yes, then did the Regional unit responsible for safeguards or Sector Manager review the plan?	Yes		
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit?	NA		
OP/BP 4.12 - Involuntary Resettlement			

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes []	No []	N/A [X]
If yes, then did the Regional unit responsible for safeguards or Sector Manager review and approve the plan/policy framework/process framework?			
OP/BP 4.36 – Forests			
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?	Yes []	No []	N/A [X]
Does the project design include satisfactory measures to overcome these constraints?	NA		
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?	NA		
OP/BP 4.37 - Safety of Dams			
Have dam safety plans been prepared?	Yes []	No [X]	N/A [X]
Have the TORs as well as composition for the independent Panel of Experts (POE) been reviewed and approved by the Bank?	NA		
Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?	NA		
OP/BP 7.50 - Projects on International Waterways			
Have the other riparians been notified of the project?	Yes []	No []	N/A [X]
If the project falls under one of the exceptions to the notification requirement, has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?			
What are the reasons for the exception? Please explain:	NA		
Has the RVP approved such an exception?	NA		
OP/BP 7.60 - Projects in Disputed Areas			
Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared	Yes []	No []	N/A [X]
Does the PAD/MOP include the standard disclaimer referred to in the OP?	NA		
The World Bank Policy on Disclosure of Information			
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [X]	No []	N/A []
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes		
All Safeguard Policies			

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [X]	No []	N/A []
Have costs related to safeguard policy measures been included in the project cost?	Yes		
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes		
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes		

D. Approvals

Signed and submitted by:	Name	Date
Task Team Leader:	Michel J. Welmond	April 21, 2016
Environmental Specialist:	Khang Van Pham	April 21, 2016
Social Development Specialist	Giang Tam Nguyen	April 21, 2016
Approved by:		
Regional Safeguards Coordinator:	Peter Leonard 	29-05-16
Comments:		
Practice Manager:	Harry Anthony Patrinos 	02-05-16
Comments:		